

# THE SCHOOL JOURNAL.

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(NEW YORK.)

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New York, December 2, 1882.

### THE CHRISTMAS NUMBER.

OF THE

## Scholar's Companion

Is the prettiest and most interesting number ever published. The publishers and editor have planned a very successful surprise for the scholars in the way of a double number. Several publishing firms have co-operated with them in supplying cuts for pictures, the result being a large and copiously illustrated magazine. The stories and other contents in prose and verse are unusually good. The first story, accompanying the frontispiece, is entitled "A Brave Boy." The others are "Legend of the Enchanted Pipe," a German story with a moral, by Hazel Shepard; "Marion's Manners," "Feeding the Birds," (illustrated), and "Lou's Flower Mission," written by Josie Folsom, a contributor to the Writing Club; Number 5 of "Famous Battles" by Leoline Waterman gives an account of Bannockburn. In Tales of a Traveler, No. V, Uncle Fred tells his nephews

and nieces of a pretty little German conceit about the Christ child and the chrysanthemums. Besides this there are ever so many short articles upon animals, industries, noted people, things that are attracting public attention and poems about Christmas time, suitable for recitation. There is also a dialogue for boys, just the thing for the last day of school before the Holidays. The School-Room, Letter Box, and Writing Club, have an unusual number of scholars represented this month with a star roll increased to about 200. The price is the same as usual, 5 cents a copy, or 50 cts. a year. Club rates on application.

It has been reported that Col. F. W. Parker, (Quincy) has decided to accept an offer from the Cook County (Ill.) Normal School, to become principal at \$5,000 per year for three years. We understand he has not yet decided upon this; Philadelphia is urging him to come there. While making up his mind he has resigned his supervisorship in Boston, married a wife and started on a wedding trip. This will be a serious loss to Boston, but he never felt at home there; among the things for which that city is noted is its pride and confidence in its own attainments; such are not easy to learn.

We have a note from a Minn. school that the principal teaches the young children and puts his assistants at work among the older pupils. Time does work changes. When the writer was a teacher in the Palmyra Union School, the plan was to hire a principal at \$800, who had four or five boys in Cæsar or Virgil; then came the gentleman Vice-Principal at \$500 with twenty boys; a lady do, at \$400 with thirty girls; two junior teachers at \$300 and \$250 with eighty pupils each; two primary teachers with 100 pupils and over, each at \$150. Quite a nice pyramid that was! In the course of time people will be willing to pay primary teachers well and not overwhelm them with pupils. Who believes those 100 children received their just due? A. M. K.

A KNOWLEDGE among workmen of the principle of inertia as effecting bodies in motion would frequently prevent a breakdown in starting or stopping machinery suddenly. For all connected with blast furnaces the value of chemical knowledge is apparent as enabling them to trace the course of faulty results. There is scarcely a workshop of any importance in which an acquaintance with geometry will not be of value. In short the value of science asserts itself every hour in the workshop. The scientific mechanic never falls into ruts either of thought or habit. Working more intelligently than others, he finds more pleasure in his labor; his suggestive faculties are ever at work, and he is ever alive to the possibility of mechanical improvements for which he may reap a handsome reward.—Com. Bulletin.

EDUCATORS have one thing on which to congratulate themselves—they have public attention or interest directed towards them and their doings; no other subject at present is more debated than education. At last the teacher is in the very focus of thought and

observation. Some squirm, some laugh, others are sobered. Every process will be scrutinized; the methods of teaching history, writing, spelling, the government, the hours, the lighting, the ventilation—all are to be looked into. Once this was left to those in authority, but now the people have come to the school-room to see for themselves. Will our methods stand the test of common sense? It must be confessed that a good many of them will not, for they are merely routine; but how sacred to many teachers! But science must have something besides antiquity about it.

THE publishers are just putting on the press the fourth edition of "School Management." During the short time this book has been before the public it has met with remarkable favor. The fourth edition will have eight pages of new and valuable materials added, on subjects suggested by readers of the former editions. The volume will be found to possess the highest value to practical teachers. It proposes to exhibit the principles by which an educated person may cultivate in a child a love for right doing, and also the methods by which he may naturally build up in the child the habit of self-government. The volume has the praise of all teachers who have read it. The publishers earnestly commend it to the thousands who are striving to cause their schools to become centers of light, knowledge and power.

### WHO SHALL WRITE?

An earnest graduate of a normal school had achieved quite a success in interesting her pupils and she felt moved to write about it. Her description was duly published and it aroused very much attention; probably twenty-five letters have referred to it, and this, considering the general coldness in the teaching fraternity is an unusual testimonial. One said "that article gave me new life; I could see better how scholars may be interested."

Now, sometime after a letter came from one of the faculty in the normal school where this writer graduated. It complained that one who had been but eight months in the school should be permitted to write or at all events that her writing should be published. It did not say it in so many words, but it insinuated that a person of so little experience could not produce an article worthy of our pages.

We once thought that college and normal school—professors and presidents, and they only, would produce educational articles of the highest value, but in the course of a long experience it has been abundantly demonstrated that good writers on educational subjects are not limited to these classes; but that any one who can teach well and describe her method is the writer who will be read. The article may not attract on account of the great name at the head of it, but if it contains real value it will be appreciated.

About eight years ago a certain college president wrote an article for these pages; it was a sound and exhaustive paper. Visiting a N. Y. principal the question were asked, "have you read Prof. —'s article?" "Well, not yet, but it is a capital thing." "Yes, but do you intend to read it?" "Well, yes, some day when I get time." "What article do you and your teachers value most in that number?" Turning over the pages he pointed to a short, clear article on "Reading," another on "History," another on "Working up an Interest." These are the articles that are read; the others look well.

Now, we do not value an article presented for these pages by the name at its head. If it possesses intrinsic value, name or no name it is chosen; if it lacks this it is declined.

For the SCHOOL JOURNAL.

## TEACHING.

BY GEO. E. ZINN.

Teaching is directing a person in the field of knowledge. It is in this field we travel to our future destination. The child is born and soon enters this field, and will move in some direction. Who will direct him in his course? His parents, his teachers, and all his associates. We can consider that we are responsible to some extent for the course of all whom we may influence.

Teachers, if you are taking the right course, induce your pupils to follow you. If you are not, reverse your movements. Do not follow one path and direct your pupils in another. Stretch your thoughts to the future. Fix your eyes on a high point in this field, and guide your steps in that direction, that when you near that point, you can look backward and see others whom you have influenced, pulling their feet from the mirey clay and following your example. "Now we must sow, if then we would reap."

For the SCHOOL JOURNAL.

## WHOLE TEACHING.

The tendency of Nature is to unity; the tendency of Art is to separation. Teaching is an art, and its tendency is to develop men narrowly. For instance, a course of study prescribes Reading, and the pupil has a reader; it prescribes Spelling and he has a Spelling book; it prescribes computation and he has an Arithmetic and so on. When the child comes out he knows many but not much.

There is an evident breaking away from this state of things. The teacher will be allowed to educate on all sides of the child, and the parents will by-and-by require it. Let us look at this matter. *The child must be taught about his body.* Herbert Spencer says there is less heard about the "vile body" than formerly; that the public are now waking up to feel that it deserves the best of care. To preserve health is an art that a hundred years from now will be studied more than Greek or Latin is at present. *He must be taught about Things.* The world was given man to be a means of education; it is fitted for this purpose; it must be used for this purpose. The teacher should collect objects and give lessons upon them. Science should be taught to the child. Manufactured articles, too, should be exhibited.

*He must be taught about the human race.* This does not mean that Gibbon's and Macaulay's histories must be placed in his hands. He must know about the great men who have lived, the inventors, the poets, the writers, the artists, the orators, the teachers, etc. He must know about the various occupations of mankind, the ways in which men live. He must be taught concerning right and wrong. Theology has justly been debarred from the school-room, but the great principles of morality should be taught to every one. He should be taught to recognize and utilize the elements of beauty in form and color; this should begin early. The Kindergarten does this, and it must go up into the Primary schools. *He should be taught to compute and measure.* This is now done in some primary and advanced primary classes in a very superior manner. The rule and the compasses should be in the pupil's hands at the very outset of his school-life. *He should have instruction about the earth;* not only lessons in geography, but lessons in minerals, geology, zoology, and botany. Here is an outline of the instruction to be given to every child.

For the SCHOOL JOURNAL.

## TWO SCHOOLS.

Mr. A— had eminent qualification as a teacher; he possessed good scholarship, was a college graduate, loved young people, and was able to exert a strong moral influence. He opened a school in a small building, it grew to demand larger quarters from year to year; and finally became a large and popular one; then it slowly diminished and is to-day a small school.

Mr. B— had good qualifications as a teacher also; he had less interest in young people and

paid less attention to moral influences than did Mr. A., but was more energetic. He, too, opened a school in the same city, and it grew from year to year, and far outranked the other in reputation, and is destined to have a permanent foothold and influence.

These two schools present problems to the thinking teacher. Why did A.'s school diminish? Why did B.'s grow? The man best fitted by Nature did not succeed best, for all admitted that A. was just the man to be with children, pleasing, earnest, enthusiastic, loving their society and rejoicing in their progress.

The case seems to be this: A. did not look deep enough into the nature of the child. He taught well, but attempted to smooth the road too much. When a lesson was to be learned he gave much attention to an analysis of it, so that the pupil could have no difficulty to overcome. This left the pupil the semblance of a load to carry, but on picking it up he found it was not heavy at all; hence the exercise of carrying it did not make him strong. A.'s motto was to make school life happy and study interesting. Now it does not follow that a person will not be happy in doing work that demands an outlay of effort and toil; note, the boys who practice rowing, for example.

B. made good scholarship the end and aim of his teaching. Lessons were given out and then they were required to be learned. Pressure was needed at various times, and that pretty severe, too, to induce the pupils to learn, but in the main they liked it. They got used to work, and when a boy gets used to that it is not unpleasant. True, there is a limit, and a good teacher will know how much work to demand of a boy. B. seemed to have gauged the boy pretty well; he demanded a day's work of him; so that in the course of time the parents felt that their children were sure to make progress with B.; with A. they were sure their children were under an excellent moral influence, were not overworked, and were judiciously cared for physically (this was a feature in A.'s school), but their progress in study was not so sure.

It seems to us that A. made one mistake, and it is a very great mistake; we call attention to it here because there are no small number of teachers who will strike on the same rock; especially those who are looking into the new education. It is this: the will-power of a child needs culture; to accomplish this he must do every day something that is hard for him to do. For this demands of him that he apply himself; he must command himself, he must will to do it.

B. educated the wills of his boys; A. neglected to do it. Had he included this he would have surpassed B., for he had superior natural qualifications for teaching.

For the SCHOOL JOURNAL.

## CATCHING THE IDEA.

"Do you understand the Kindergarten?" was asked of a young lady. "Oh, yes! I went into one in Philadelphia during the Centennial, and I caught the idea. They had a flat table, and the children had little sticks, and they marched around. Oh! I understand it; I am quick at catching up a thing."

This same young lady opened a Kindergarten, and had induced a number to send in their children; but what a shame and what damage was done to the cause.

A young lady offered to come into an Institute and explain the object system. "Do you understand the system?" "Oh, yes, I visited at Oswego and caught the idea at once." She brought in four children and holding up an apple, said, "What is this?" "An apple." "Right; what is on the inside?" "The seeds." "Right; what is this I am holding it by?" "The stem." "Right; now to reward you I will cut the apple into as many pieces as there are pupils if you will tell me how many." "Four." "Right; here are the pieces; you are dismissed." The teacher looked on in astonishment at this caricature of an object lesson.

There are many teachers who have "caught

ideas" of teaching by visiting a school, and caricaturing that teaching to-day in the school room. Indeed very much that is done is a caricature. The old barbarism is passing away, but there a newer and a better spirit prevailing; there a deeper or keener insight? Is there a better preparation for the duties that devolve on the teacher?

For the SCHOOL JOURNAL.

## ARE WE STILL ON EARTH?

BY H. R. PATTENGILL.

We sometimes hear people talk of what they do when "on earth the first time." 'Tis said in fact but I verily believe that many teachers have never returned to this wicked little world since first they left it to teach school. They live in their book they talk always of their school, and they stand aloof from all secular business or pleasures. We say unto such, "Come down to earth again," teach earthly things to the earthly boys and girls. Read the newspapers, and thus keep posted in the affairs of to-day. Geography, history, civil government are illustrated in every paper and in the every day work of our people, e. g.: We had an election short time ago, as perhaps some politicians are aware. Now how could civil government be taught better than by allowing the pupils of your school to register and vote, on that day? We tried the plan on the 7th. The registration took place the day before. Pupils who had not been in attendance ten days prior to election could not register. One girl absent on registration day swore in her vote. Before this we had held a campaign mass meeting at which free trade, protection, river and harbor bill, and the personal merits of various candidates were discussed pro and con. The election was very exciting. In the boys' precinct the democrats got a majority of 3. In the girls' precinct the republicans got a majority of 21. We also had the amendments to our State constitution proposed. We had it distinctly understood that these would have to be submitted to the people by a two-thirds vote of our state legislature. One of them was actually before the people that day for adoption or rejection. This was relative to increasing the circuit judges' salaries. The two fictitious ones were in reference to Woman Suffrage and Prohibition. All of these were carried by good majorities in each precinct. We imagine some will say, "What waste of time!" Now that is just where we differ. Not only did these pupils learn the routine of voting and names of the officers, but it awakened their interest in the study of civil government, and was a step forward in making intelligent citizens of the boys and girls, and that we humbly submit is one great end of schooling. Did you say, "It is apt to create disturbance in the district?" We have been spoken to in regard to our "school election" by nearly twenty parents of nearly all political beliefs, and every one was enthusiastic in praise of the plan. Our pupils also understand the general features of the political situation in New York and Pennsylvania. Do not suppose that politics usurp an unwarranted or undue amount of our time. We have only mentioned this as an example of what may be done in one study. The same plan may be carried into the study of Arithmetic, in all grades. Let the teacher become familiar with the lumber yards, the new buildings going up, the cellars excavating, the mills, shops, stores and warehouses, farmers, traffic, women's trading and employers' time books. From all these bring examples into your classes every day and with energy, enthusiasm and common sense try to live "on earth a little longer."

For the SCHOOL JOURNAL.

## SO-CALLED TEACHING OF HISTORY.

BY E. J. B. N. Y. City.

History, if rightly pursued, is one of the greatest mediums through which to acquire exact ideas and express them in appropriate language. I have seen children so interested in history, that they felt very much the same as, after looking at the wonderful panoramic scene of the "Siege of Paris," they ex-



claim, "I thought the men were real." This is the assurance of success.

Let us see how it is memorized. The teacher calls upon some child to begin the lesson or describe some portion of the task appointed for the day. Words of the book not being given, the recitation is deemed a failure. Finally the answer from a child endowed with 'a good memory' satisfies the teacher. It is verbatim. The recitation is commended for its exactness, and the teacher proceeds. Dates receive great attention. Number of battles, with names of contending generals are drilled upon. But the great turning points in the welfare of a nation are lost sight of, and so history, which can add so much power to the mind, comes to have but one object—the cultivation of the memory. This faculty, overburdened by the tremendous weight of dates and generals' names and the like, holds out long enough, sometimes, to pass an examination, but the real knowledge gained serves to little purpose when school-days are over. Some may think this picture overdrawn, but incidents and circumstances of a very recent nature have convinced me that the view I have presented is, alas, too often a reality, and the words of Emerson, so recently published in the JOURNAL, ring in our ears with greater significance than ever:

"We are students of words. We are shut up in colleges and recitation rooms for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing."

#### THE PUPIL'S HEART.—II.

A former pupil, now a teacher, writes me: "I had a very unpleasant time in my school yesterday. All the large girls behaved very badly, and tried to annoy me in every way possible, because I reproved them in the morning and made them obey me when they had made up their minds to do as they pleased. I was obliged to keep two of them after school closed. When the rest had gone from the room, I sat in despair; then I prayed to Christ for wisdom to enable me to say and do that which would cause them to do right. I called to me one who has, for several weeks, given me much trouble. After talking calmly and kindly, yet plainly, to her, in response to some remark of mine, which I can not now recall, she began crying and said, 'Nobody loves me!' I saw at once that she was softened, and sympathized with her; and after a little more conversation, she went home in a better frame of mind than I had seen her in a long time. This turn of affairs lifted a burden from my heart and gave me fresh hope. It was, in fact, like a streak of heavenly sunshine streaming into my soul. The other girl, also, went home with desires to do better."

#### PESTALOZZI.

We all know from experience, that among the first manifestations of the faculties of a child, is a desire and an attempt of imitation. This accounts for the acquirement of language, and for the first imperfect utterance of sounds imitative of music, which is common to most children when they have heard a tune with which they were pleased. The progress in both depends on the greater or smaller portion of attention which children give to the things that surround them, and on their quickness of perception. In the very same way as this applies to the ear and the organs of speech, it applies also to the eye and the employment of the hand. Children who evince some curiosity in the objects brought before their eyes, very soon begin to employ their ingenuity and skill in copying what they have seen. Most children will manage to construct something in imitation of a building, of any materials they can lay hold of.

This desire, which is natural to them, should not be neglected. It is, like all the faculties, capable of regular development. It is therefore well to furnish children with playthings which will facilitate these their first essays, and occasionally to assist them. No encouragement of that sort is lost upon them, and encouragement should never be withheld, when it promotes innocent pleasure,

and when it may lead to useful occupation. To relieve them from the monotonousness of their daily and hourly repeated trifles, and to introduce variety into their little amusements, acts as a stimulus to their ingenuity, and sharpens their observation, while it gains their interest.

As soon as they are able to make the essay, there is nothing so well calculated for this object as some elementary practice of drawing. You have seen the course of preparatory exercises, by which some of my friends have so well succeeded in facilitating these pursuits for quite young children. It would be unreasonable to expect that they should begin by drawing any object before them as a whole. It is necessary to analyse for them the parts and elements of which it consists. Whenever this has been attempted, the progress has been astonishing, and equalled only by the delight with which the children followed this their favorite pursuit.

The general advantages resulting from an early practice of drawing, are evident to every one. Those who are familiar with the art, are known to look upon almost every object with eyes different, as it were, from a common observer. One who is in the habit of examining the structure of plants, and conversant with a system of botany, will discover a number of distinguishing characteristics of a flower, for instance, which remain wholly unnoticed by one unacquainted with that science. It is from this same reason, that even in common life, a person who is in the habit of drawing, especially from Nature, will easily perceive many circumstances which are commonly overlooked, and form a much more correct impression even of such objects, as he does not stop to examine minutely, than one who has never been taught to look upon what he sees with an intention to re-produce a likeness of it. The attention to the exact shape of the whole, and the proportion of the parts, which is requisite for the taking of an adequate sketch, is converted into a habit, and becomes, in many cases, productive of much instruction and amusement.

In order to attain this habit, it is very material, and almost indispensable, that children should not be confined to copying from another drawing, but from Nature. The impression which the object itself gives, is so much more striking than its appearance in an imitation, it gives a child much more pleasure to be able to exercise his skill in attempting a likeness of what surrounds him, and of what he is interested in, than in laboring at a copy of what is but a copy itself, and has less of life or interest in its appearance.

#### JACOB ABBOTT'S VIEWS.

More than thirty years ago a mother living in a New England village wrote to Jacob Abbott, for counsel. She had a son, a bright, active boy, who was fond of study. She did not like to send him to the village school. She did not like to undertake the task of teaching him herself. She was afraid to let him spend his time in play with chance companions upon the street. Mr. Abbott replied, and his reply has been published by the *Christian Union*:

NEW YORK, —, 1851.

I was very glad to hear from you, and I wish very much that I could see and talk with you for an hour or two upon the subject on which you wrote. In fact it is absolutely necessary that I should have a far more perfect acquaintance with the facts in the case than it is possible to communicate in writing, in order to be qualified to form an opinion in regard to what is best to be done.

I have a son who is about the same age as yours. He is under the charge of his aunt. My instructions to her are—and have been for some years—that she should confine her pupil for two hours each day to some solitary study of a nature not agreeable, to accustom him to patient, independent effort in the fulfillment of a task. The remainder of the day he has for play, but is to be kept out of the streets. These rules are plain and simple, and they are not onerous, and they are to be uniformly and inflexibly enforced. The plan seems to answer

well. The studies of the boy are reading, writing, and simple arithmetic; and in all of them he seems to me to be in advance of other boys of his age, who spend six hours in school daily.

Were I in your place, I should, unless there were in my physical health some absolute and inexorable difficulty incapacitating me for it, pursue the same course. I should at nine o'clock every morning give my boy some plain, simple, and straightforward work, of reading aloud, writing, or "doing sums," enough to last him two hours, and gently but firmly insist on his doing it every day. The remainder of the day I should let him have for play, being with him as much as possible, and taking an interest in all his plans and pursuits. I should keep him out of the streets, and I should make him obey me, and submit his will implicitly to mine. I have great confidence that such a course as this steadily and firmly pursued will end in making a good boy of any subject whatever.

If my health were such that a plan like this were out of the question I should consider the school the next best plan, unless the "street" influences of — are very different from those of most other places.

I do not consider your boy's love of play and dislike to study anything unfavorable. His taste in these respects is an evidence of health, and his open avowal of them a sign of his frankness and honesty. I tell my boy that he need not trouble himself about trying to like study; if he will only like play that is all I ask of him. I will see that he does all the necessary study without liking it, but if he should show any symptoms of not liking play I should at once be alarmed and send for the doctor.

Your boy's not liking to read, while still he likes to hear reading, is owing obviously to the fact that he has not read enough to read with ease and pleasure. Require him to read two half hours a day aloud to you, and you will soon find that he will like to read any book that he would like to hear.

Yours sincerely, JACOB ABBOTT.

#### GENERAL POINTS.

BY SUPT. CARROLL, Oil City, Pa.

It has long been supposed that teachers of the lower grades could care for more pupils than the teachers of the upper grades. This is a mistake. Careful, individual work should be given to every pupil in the early years of school. They should be taught to do all their work with faultless precision. The slate and pencil should be in constant use. Every line of writing and number work should be done correctly and carefully, from habit. Reading, spelling, etc., should become natural acquirements from much practice, and correct pronunciation, natural emphasis and inflection must be taught in the early years, if ever. Time is saved, money is saved, and the whole life of a child and teacher is made enjoyable, when these successive steps are properly taken from the first. If all this be true, it is not necessary to urge that the community is the heavy loser by any excess of numbers forced upon the primary rooms. Parents have but one chance to do for their children, and the question comes to be an individual, vital one.

Constant variety is indispensable to health and to progress. Aside from the real profit that is derived from skillful kindergarten teaching, it is found that a limited amount gives the needed change, makes sunshine in the whole life at school, and solves almost entirely the whole question of tardiness, absence, and discipline. Pupils like to go to school, and are seldom ill behaved. The permanent success of this undertaking would almost mark a new era in education. Teachers learn by teaching. Apprenticeship in teaching should be insisted upon before any person is allowed to have the care of children. Five young ladies are serving as assistants in our lower rooms, with a view to learning practically the art of teaching.

The best feature of the schools to-day is not the fact that we are getting some good results, but rather that the conditions are favorable for permanent excellence. Teachers are studying principles. They are alive to the serious faults of the old system of teaching, and are trying to study the art as we must do in any other profession. Be it said further, that teachers who fail to do this stand still, find teaching disagreeable, hard work, and must eventually retire from this occupation. That unskilled teachers, who are not anxious to study the subject as we must study any business if we would succeed, should now and then be employed, can scarcely be avoided. But if a right spirit prevailed among teachers the long service of such a teacher would be an impossibility.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## LESSONS ON SOLIDS

## THE PRIMARY CLASS.

[The teacher should have a box of solids, cube, sphere, etc. The pupils should have a piece of paper, a pencil, a pair of compasses, and a ruler divided into inches.]

Showing a cube, the teacher calls up a pupil and seats him at the table. Then lay a cube on the table and mark around it. Hold up the paper. How many lines has he made? Lay down the cube on a different side (face) than before and mark around it. How many lines? Measure the edges of the cube. What do you say of them? *Three inches.* Well, now measure more edges. *All three inches.* Well, what about the edge of a cube, then? *Equal.* I will write on blackboard (W. B.) "All the edges of a cube are equal." Look at it. What do you call its distance from the table up? *Height.* The distance along the table? *Length.* The distance along the cube from you? *Width.* Here is another cube. Look well at it; has it length, height, width? Here is one of soap; has that length, height and width? Here is one of sugar; has that? I will write another thing we have found out about cubes. "All cubes have length, breadth and thickness." Count the sides of this cube? *Six.* Count this soap cube? *Six.* This sugar cube? *Six.* What shall I write on the blackboard then? *All cubes have six sides.* Look at this cube, what of this side? *Square.* This side? *Square.* This, this, and this? *Square.* Look at this cube; how about its sides? *They are square.* What can I write on the blackboard then? *The sides of cubes are square.* Is that true if they are small? Is it true if they are large? I will take the cube of soap and cut it into two halves; are these halves cubes? Why not? These bodies have six sides. *Some of the sides are not squares.* What things must the cube have? *Six sides; the sides must be equal; the sides are all squares.* (The teacher cuts a cube of soap, then she cuts off a triangular prism from one side and puts it on the other; all of the sides are equal, but the right and left sides are not squares). Look at this. How many sides? Are the edges equal? Are the sides all squares? How many are squares? Is it a cube? How many things in a body do we look at to see if it is a cube? *Six sides; sides equal; sides square.* Let us look at the cube again; how many sides? *Six.* What do you call this side or face (pointing)? *Top.* This (pointing)? *Bottom.* How many edges? *Twelve.* See where these edges meet; what do you call it? *Corner.* At each corner of the square two lines meet and we call it angle (W. B.) How many are there? How many corners? How many faces? How many edges? What about the faces? the edges? the sides?

For the SCHOOL JOURNAL.

## A PRIMARY SCHOOL CABINET.

By Miss Clara M. Simons, Philadelphia.

To simplify the work of my pupils I devised a cabinet that has proved of great assistance. I had a frame made four feet square and then procured paper boxes each about six inches wide and high, and nine inches long, costing two cents each. The frame gave room for over sixty boxes, and one was appropriated to each pupil; the two lower rows were used for seeds etc., such as coffee, tea, cinnamon, corn, etc.; these were kept in small boxes; the large boxes contained twelve of these. On the outside the names of all the objects were written so they were easily found. The boxes allotted to the pupils were numbered and each had the pupil's name on it.

In each pupil's box were gathered occupation materials. (I have not been able as yet to collect a full supply.) Each has a cube, three triangles, a parallelogram, a circle and a rhombus; different colored ribbons to illustrate colors; a scrap-book made out of brown paper; some cards with numbers on them, a bundle of sticks; (1,000 toothpicks for five cents,) were divided into bundles of ten each; materials for drawing; a pair of scissors; a six inch measure.

Having two classes in my room, I allow one to use their boxes when I am not teaching them. At first some confusion accompanied their use, but it disappeared in a few days. The pleasure of using these boxes is very great; there is no weariness apparent.

I can easily see how incomplete this is. The desk room appropriated to each pupil is quite insufficient; each should have a table (flat) two feet square. The measures are made of cardboard, and so are other forms; this causes them to break easily. There should be quite a collection of solids. I would like a dissected map for each pupil.

For the SCHOOL JOURNAL.

## HOW I TEACH WRITING.

By H. WARREN FISHEL.

To begin, I insist on every pupil having two good steel pens (Spencerian or Gillott), a holder, good ink, a blotter, practice paper, a number 1, 2 or 3 copy book (according to the pupil's grade in writing), and last, but not least, a pen-wiper, made of several nicely scalloped pieces of linen sewed together in the centre (with a nice button attached, if the pupils fancy it).

Pupils invariably have poor pens if they are laid away unwiped, or if they wipe their pens when not in possession of a wiper it is done on their hair or clothing, which is not only untidy but injurious to the hair and clothing.

No talking is permitted during the writing period for none is necessary. The pupils are given several minutes before they begin writing, to prepare for the work, in which time they ask all necessary questions.

The entire period is a busy one for the teacher; he goes from one to another criticising the work, and directing them to criticise their own work, by comparing the letters as they make them on their practice slips, with those in their writing books.

Every pupil is required to practice a letter on practice paper until the teacher thinks it is as nearly like the copy as such pupil can make it.

The teacher then puts a "P" on it which passes that letter or word and allows the pupil to put it in his book. By the time a pupil fills a No. 1, 2 and 3 book in this way his writing ability will be far above the average and he need not pursue writing as a separate branch any longer. This, it must be remembered, will require from 6 to 12 years according to the ability of the pupil. Nearly all pupils can form letters well according to their conception of them—but because they are not directed, in learning to closely, scrutinizingly observe the *correct* form, they never have a standard to follow, except it be one of their own. Teach the *true form* first the *how* second, and lastly the manner of making every letter. Be sure to teach penmanship; don't let the pupil slowly and wanderingly find his own way.

For the SCHOOL JOURNAL.

## HOW TO IMPROVE ONE'S METHODS.

By Prof. John Ogden, Fayette, Ohio.

First, Negatively—or, "How *not* to improve one's Methods."

1. Do not subscribe for an educational paper: or if you do, don't read it.
2. Don't hesitate, however, to borrow your neighbor's journal, under the pretense that you are going to subscribe for it in a few days.
3. Don't attend any of the teachers' institutes; or educational meetings in your county; and be sure you don't go beyond its limits in order to find one elsewhere.
4. Do not study or read anything except the branches you are expected to teach; and make it a point to study those as little as possible.
5. Proceed upon the supposition that you know all about teaching that is worth knowing; and, to be consistent, *stick* to that place.
6. Do not buy any books on teaching, unless it be those with questions and answers, ready "*cut and dried*," especially the latter.
7. Be sure in case you do invest, you buy those in which the questions and answers both are short

and easy, and both wrong. You won't have to go far to find such.

8. Be independent. Stick to the old traditional. Teach as your fathers taught. Don't be wheedled into any of the new fangled notions.

9. In short, illustrate, as far as you can, your own ignorance, by denying there is any such thing as a science of education; or if there is, that you know nothing about it.

10. Make a strenuous effort to know nothing except the little—that *you don't know how to teach*. Illustrate this by your strict adherence to printed rules. The more inconsistent the better. It shows great faith in authorship.

11. And lastly—"Teach cheap." Don't insist on receiving more for taking charge of the children of a neighborhood, than the young man does that take care of sheep; for your services, probably, will not be half as valuable as his.

These simple rules followed out with care—and it won't require a great deal for they are easy—and you will certainly *succeed* . . . in making a dunce of yourself, and of leading as many others to follow your example as have not sense enough to do otherwise.

For the SCHOOL JOURNAL.

## LESSONS ON MORALS.

## THE PRIMARY CLASS.

*Kindness to animals.* There is an old proverb that says "a merciful man is merciful to his beast." It means that a good man is good to animals. Some children have great pleasure with their pet rabbits, some with pet birds, some with dogs; every one is happier for being friendly to animals. Robinson Crusoe was left alone on an island, and he was glad to have the beasts friendly to him; he tells us he could not have lived if it had not been for the friendly acts of the animals.

I will tell you a story about a dog and a boy. In Scotland a boy had been out into the fields and slipped down between some great rocks and was not able to get out. It was a wild place and he not make his voice heard by those who were looking for him. But a small dog found him and contrived to get to him. How glad the boy was to see the little fellow; he knew he was the only hope he had of getting out. The dog went away and was gone a long time; then he came back with a piece of bread. The poor boy hugged his little friend; and the dog seemed to be happy for what he had done. So he came day after day; at last some one saw him and followed him, and thus the boy was found. Remember, this dog was a stranger to the boy; he was kind to him because he felt that he needed kindness.

For the SCHOOL JOURNAL.

## EARTH-LESSONS.

## THE PRIMARY CLASS.

*MINERALS.* If you dig down into the earth you will find many very curious things. Ever since the world was made people have dug into the earth and they are digging more now than ever. Here are some things that come out of the earth. (The teacher exhibits coal, rock, salt, ores, iron, lead, copper, and other minerals.) You have all seen coal; we could hardly live without it, for we must have fires, especially for the steam engines. Iron, too, is necessary: so is lead and copper. Now I will tell you how these things are dug out of the ground.

A great hole is made, and as the men dig deeper, great buckets are let down to draw up the stones and earth; if water comes in they pump it out and keep on digging. When they get so deep that it is dark they light lamps. They dig long streets in the rocks and then they lay down tracks for a railroad in the streets and let a horse down to draw the cars. Thus they keep at work. Some men begin work at six in the morning, and stop at six at night; then a new set of men go down and work all night.

They do this to get the valuable minerals that the Creator made for us. Look around and see if you can see any of these? *Coal.* Yes. *Iron.* Yes. And here is a piece of *tin*, here of *copper*, here of *silver*, here of *gold*, and the wall is made of *lime*, and the bricks of *clay*—all these are minerals.



For the SCHOOL JOURNAL.

## BREATHING EXERCISES.

These exercises should be begun by opening the doors and windows. All the pupils must stand. If possible, have a tune played on a piano, organ, accordion, or mouth organ, even; if these are not accessible, beat a drum, or have a few pupils sing. Music of some kind is indispensable. Do not hold the air too long in the lungs; some may have very weak lungs; do not strike the chest hard; do not do it without having pure air to breathe. All the exercises can be repeated. Do not tire out the pupils.

1. Erect; hands on hips; fingers front; shoulders thrown back.
2. The teacher counts 1, 2, 3, 4, and the pupils inhale through the nostrils; then 1, 2, 3, 4, 5, 6, 7, 8, and the pupils exhale noiselessly.
3. The teacher counts 1, they inhale; 2, and they exhale.
4. The teacher counts 1, 2, 3, 4, and they inhale; he counts 1, and they exhale a part; 2, they exhale more; 3, do.; 4, all.
5. The teacher counts 1, 2, 3, 4, and they inhale; he counts 1, and they exhale all at once through the mouth.
6. The same, and he counts 1, 2.
7. Inhale as the teacher counts 1, 2, 3, 4; and then exhale in four parts as he counts 1, 2, 3, 4, through the mouth.
8. Inhale and beat the right chest slightly; as the teacher says so, exhale with one puff.
9. The same on the left chest.
10. Let the teacher count 1, and all inhale; he says 2, and they all exhale; count up to 10.
11. Let the teacher count 1, 2, and all fill the lungs at two inhalations; he counts 2, and they empty the lungs with two exhalations.
12. He does the same, counting 1, 2, 3; 3, 2, 1.
13. Same, counting 1, 2, 3, 4; 4, 3, 2, 1.
14. Same, counting 1, 2, 3, 4, 5; 5, 4, 3, 2, 1.
15. Teacher counts 1, and they inhale; 2, and they exhale; he counts up to 20.

For the SCHOOL JOURNAL.

## THE TRANSIT OF VENUS.

The teachers in all parts of the country should tell their pupils about the Transit of Venus that takes place on the 6th. Pieces of an ordinary junk bottle answer very well, or glass may be smoked. Take the children out to see this wonderful sight; explain it to them. They will remember it long after you are gone from the earth.

The teacher must correct his time. He needs to know his longitude and then set a clock. Let the school bell be struck at the instant of contact. The entire people of a town can be interested in this event. It will do a great deal to interest them in science.

We have on record only four transits; modern astronomers comprehended that such an occurrence was possible. Kepler looked for it in 1631, but his tables were inaccurate, and so it was not detected. Nor did he comprehend that another would take place in 1639. It appears that Jeremiah Horrocks, a young English astronomer about 18 years of age, had comprehended this and got ready for it. He had a telescope fixed so that that sun's image appeared on a screen; on this image he saw a tiny black spot cross. Thus he was the first observer of a transit of Venus.

Extensive preparation was made to observe the transit of 1761 and 1769, and they were carefully observed, but instruments were very imperfect in those days, and the observation did not yield the results expected. In 1874 the whole scientific world was astir, and accurate observation was made. But it was determined to do still more in 1882. The great object is to determine the distance of the sun. The observation of 1769 gave the solar parallax to be 8.57" and this gives the earth's distance from the sun to be ninety-five millions of miles. It took fifty years to work out this problem. But astronomers here know this distance is at least three millions of miles too great.

Tell the pupils these facts. Explain the general

process to them; if possible have a telescope directed to the sun. Some teachers have made arrangements to have an image of the sun thrown on a screen in the school building. Such are "building better than they know."

For the SCHOOL JOURNAL.

## AN OBJECT LESSON.

By F. O. K.

## FOR THE PRIMARY CLASS.

Get a bag and fill it with pieces of wood, wool, tin, glass, etc. Have it passed around, allowing each child to put in his hand and take out one of the articles. After each scholar has received one, proceed to ask questions, such as (supposing John has a kind of wood), John what have you drawn? Can any boy tell me where wood is found?

After the tree has been cut down, what becomes of the wood?

Name the different kinds of wood?

Tell me the uses of wood?

Ask questions about as many different articles as the time will allow. After you have taken up the lesson several times, let the scholar stand before the class with whatever he has drawn from the bag, and have him ask questions about it, or let him tell what he knows about it. You will find that the children will show great interest in this lesson. It can be called a game of grab bag. The bag should be closed at the top, allowing just room enough for the scholar to put in his hand.

## THINGS TO BE NOTED.

Nov. 22.—The Italian Parliament was opened by a speech from the King. Thirty Radicals absented themselves so as not to take the oath to support the King and the Constitution. (Who is the King of Italy? What is a Radical?)—A lively time in grain at the Produce Exchange; corn rose to \$1.00 per bushel. (Cause?)—A lively time at the Stock Exchange; 835,000 shares of stock changed hands in five hours; this is greater than ever before done here or elsewhere. As each share is rated at \$100, these transactions represent \$83,500,000. (Cause?)—Thurlow Weed, age 85, died. Quite noted and successful in politics, but when Mr. Greeley refused to act further with him his influence went down.—Many great spots are visible on the sun; the surface appears to be in a great state of agitation. These are always followed by a change in the magnetic condition of the earth.

Nov. 23.—Secretary Folger is preparing his annual report.—A Railroad war has begun in Chicago.—The St. Petersburg university has been taken possession of by the police on account of the misbehavior of the students.—The 22 ostriches now in Central Park are to be sold to parties who want to start ostrich farming. Southern California, and Florida are represented as good places.—Corn rose higher than wheat at the Exchange, \$1.10; wheat, \$1.03. There is a great crisis in the grain trade. The American grain is landed in European ports cheaper than Russian grain, on account of machinery and no expense for manure. Petroleum is abundant in Russia yet petroleum from America can be sold cheaper. Russian women are making trouble. About fifteen years ago they were admitted to the universities; some turned out to be nihilists and the Czar shut them out of the universities. Then they started subscriptions, and have bought a college and two hospitals in St. Petersburg.—Butter in some parts of Spain is put up like sausages in skins.—Tseng, the new Chinese minister to France, has an income of \$400,000 per year; he lives very plainly.—Joseph Cook has arrived at San Francisco. He has addressed 250 audiences in fourteen months, in China, India, Japan, etc.

Nov. 24.—It is feared a famine will occur this winter in Ireland. The disturbances have prevented culture of the soil and industry.—There were 30,000 votes cast for prohibition in this state this year; it is believed that in five years the state can be carried.

Nov. 25.—President Arthur removed the Marshal of the D. C., the postmaster and his assistant of Washington, and some others; the complaint is that they are obstructing the suits against the Star Route frauds.

For the SCHOOL JOURNAL.

## CHRISTMAS DAY.

## FOR RECITATION.

Let this day see all wrongs forgiven,  
Let peace sit crowned in every heart;  
Let bitter words be left unsaid,  
Let each one take his brother's part;  
Let sad eyes learn to smile,—  
A day is such a little while,—  
Of all days this the shortest!  
Let rich and poor together meet,  
While words of kindness fill the air;  
Let love spread roses in the way,  
Though winter reigneth every where;  
Let us know naught of craft or guile,—  
A day is such a little while,—  
Of all days this the shortest!  
Let us help each with loving care,  
Our brother on the way to heaven;  
Let's lay aside all selfishness;  
Let pride from every heart be driven;  
Let Christmas Day bring many a smile—  
A day is such a little while,—  
Of all days this the shortest!

## THE BEAUTIFUL LAND OF NOD.

## FOR RECITATION.

Come, cuddle your head on my shoulder, dear,  
Your head like the golden-rod,  
And we will go sailing away from here  
To the beautiful Land of Nod.  
Away from life's worry and hurry and flurry,  
Away from earth's shadows and gloom,  
We will float off together to a world of fair  
weather,  
Where blossoms are always in bloom.  
Just shut up your eyes and fold your hands—  
Your hands like the leaves of a rose—  
And we will go sailing to those fair lands  
That never an atlas shows.  
On the north and the west they are bounded by  
rest,  
On the south and the east by dreams.  
'Tis the country ideal where nothing is real,  
But everything only seems,  
Just drop down the curtain of your dear eyes—  
Your eyes like the bright blue-bell—  
And we will sail out under star-lit skies  
To the land where the fairies dwell.  
Down the river of sleep our bark shall sweep  
Till it reaches that magical isle  
Which no man has seen, but where all have been.  
And then we will pause awhile.  
I will croon you a song as we float along  
To that shore that is blessed of God.  
Then, ho! for that fair land, we're off for that  
rare land,  
The beautiful Land of Nod!  
—ELLA WHEELER, in *Harper's Young People*.

For the SCHOOL JOURNAL.

## HERO DICK AND THE CHRISTMAS DINNER.

By H. A. S.

SCENE: A small school-room; chairs arranged for school; master's desk or table with large chair.

HOUR: before school.

CHARACTERS: Dick, Tom, Jack, Mr. Green the teacher, and four other boys.

(Enter Dick and Tom.)

Tom. Fire crackers this time of the year?

Dick. Yes, to-morrow is Christmas, you have't forgot.

T. Forgot! Not much.

D. Well, you see, my uncle has just got home from China and they make tip-top fire crackers there; the very best, you know.

T. Yes, I know.

D. Well, Uncle Ned says they don't have any Christmas there, but they have a New Years, and then they just set off fire crackers like fun. I can't wait for New Years, so I'm going to set 'em off to-morrow. I got some of 'em in my pocket. (Brings a handful out.)

Enter Jack. Hello, Dick, what have you got?

D. Fire crackers. Uncle Ned's just got home and I'm going to have a Fourth of July and Christmas combined to-morrow. I want all the fellows to come around.

(Four other boys now come in gradually and admire the crackers. Presently the teacher comes in and the boys take their various places.)

D. (Aside.) Say, Jack, don't you want a cracker?

(Hands him one.)

J. Thanks. What a stir it'd make if we set one off in here.

D. Better not.

(Teacher rings the bell and school begins.)

Teacher: Class in Arithmetic. (A class of five takes its place before the teacher's desk, being all in the school but Jack and Dick. Teacher, assumes a very grave air, picks up the book and begins.) Frank Warner, what are fractions?

Frank: Fractions—fractions—broken bones, sir.

Tea. Class, what are fractions?

C. Fractions are parts; fractions of numbers are parts of numbers.

Tea. What was Frank trying to think of?

T. Nothing, apparently.

Tea. That will do for you, sir. What had Frank in mind when he gave his answer?

C. Fractures.

Tea. (Pompously.) Correct, Thomas, what is a com— (Fire cracker goes off in the back of the room. Scholars all jump. Jack is apparently studying; Dick looks up scared and surprised.) John, Richard, appear before me. (Boys rise and approach the teacher's desk. When they reach it he continues.) This is an outrage upon the sanctity of a place of learning. Young gentlemen—boys I should say, ought to have more respect for their dignity than to commit such a breach of deportment (getting more and more excited). I am highly incensed and offended; whichever one of you did it shall be flogged, flogged; do you hear? John Wilson, was it your evil genius that caused such a disturbance during my arithmetic recitation?

J. I have't any crackers. What do you accuse me for; I aint the only fellow in the room.

Tea. Richard, is it you then who have given me this annoyance? Say, sir; do you hear me; speak out, Richard White; speak out I tell you. Deny it or own it. Was it you that did it? Will you own up to it, sir?

D. No sir; I will not own up to it.

Tea. Will you deny it then; will you dare to deny it then, young man?

D. No sir; I do not deny it; nor do I own up to it.

Tea. A fine way to do. Step here sir, for your neutrality. Step forward I say. (Dick steps forward.) Hold out your right hand. (Holds out his right hand, which the teacher hits smartly two or three times.) There sir; you are not sufficiently punished for so base an act, but our work cannot be longer delayed. Retire to your seats, and pursue your lessons. (Look at his ruler.) It is apparent that this stick is not large enough for the requirements of my class. I will bring another that is. (Exit.)

J. (Jumps up.) I say, Dick, why did't you deny it?

D. Because there were only we two, and he would see in a moment that one of us must have done it.

J. Then, why did't you say right out that I did it?

D. Because you said you didn't, and what else could I do?

J. How could you old fellow, boys look here; I set off that cracker and Dick took the flogging. Do you hear?

Boys: Hurrah for Dick! Stand up old fellow and receive our cheers. (Dick rises and boys give three cheers.)

J. I say, boys; you all come round to our house to dinner to-morrow. Mother told me to ask you; only now it is to be in Dick's honor, and he'll be the big gun instead of me. Remember that.

B. Hurrah for Jack, too; Hurrah for Dick; Hurrah all round! (Amidst the noise the teacher enters carrying a large stick.)

Tea. (Frowning.) Young men! What more disorder?

J. Mr. Green, do not be offended at the noise. Dick's a hero, and the boys are cheering him. It was I who set off the cracker and let Dick get punished, I deserved the flogging!

Tea. How's that?

J. Why, I said I did't have any crackers and I did't I fired off the only one I had.

Tea. I see, I see, I was too hasty. Richard, my boy, I beg your pardon, I am very sorry. Now, you all deserve to-morrow off, and a half holiday to-day, and you shall have it except John.

B. Oh, Mr. Green, let John off, he did a mean thing at first, but he came up to the mark afterward.

Tea. Well, I will include John.

B. Hurrah, Merry Christmas to you Mr. Greene! (Rush out.)

Tea. Merry Christmas boys! (Sotto voice.) And that teaches me a lesson, too. (Exit.)

"Friends, if we be honest with ourselves,  
We shall be honest with each other."

—MACDONALD.

## EDUCATIONAL NOTES

### NEW YORK CITY.

N. Y. CITY.—The Course of Study Committee have had before them a number of the principals. President Hunter and Supt. Jasper are present, but others are excluded. A variety of opinions were offered. "Too much reading allowed." "A knowledge of matters relating to the arts should be taught to the boys." "Reading of ancient history is practically useless; the magazines furnish better material."

The school trustees in New York city are appointed by the Board of Education. They claim that if they are subservient to the wishes of the Board that they are re-appointed—not otherwise. It is a fact that very able trustees are left "out in the cold" at the end of their term. This tends to centralize power. Men of the ability of Dr. Denison of the Ninth Ward are not easy to find.

MADemoiselles Lorzelon and Conterero, sent here by the French Government to examine the public school system of this country, are in this city, and are visiting some of the schools. They have been in Philadelphia.

THE NATIONAL ACADEMY OF SCIENCE.—The annual meeting of the National Academy of Science began in this city Nov. 14th, Prof. O. C. Marsh of Yale, vice-president, in the chair. The first paper read was by Prof. Loomis of New Haven, upon the mean annual rainfall of the several geographical divisions. Prof. Ira Remsen of Baltimore reported the accidental discovery of a new form of phosphorus. Prof. C. A. Young of Princeton showed how he had preserved his prisms from undue heating while making observations with the telescope of 23-inch aperture, by straining out the heat rays by means of a stream of water between the lenses of the eye piece. Prof. Guyot, in a paper presented by Prof. Marsh, offered an explanation of the causes of the dry zones in both hemispheres, which Prof. Loomis had described.

The second day two papers of general interest were presented. Mr. G. F. Becker of the U. S. Geological Survey discussed the current theories of the source of heat of the Comstock Lode. Prof. A. E. Verrill of Yale presented a paper upon the physical and geological character of the sea bottom off our coasts, especially beneath the Gulf Stream.

The third day was devoted mainly to geology and astronomy. Prof. Pickering of Yale presented a plan for co-operation in the observation of variable stars. Prof. Young made an address on the importance of the solar eclipse of May 8th, 1883. Mr. Chas. H. Rockwell of Tarrytown also presented the advantages of the position of Caroline Island, in the South Pacific, as a station for observing the eclipse, and the cost of an expedition thither. Profs. Langley and Newton urged the importance of such an expedition. Prof. Peters of Hamilton College discussed the structure of the present comet. Among the geographical papers the one of widest general interest was that of Prof. Newberry, on the physical conditions under which coal was formed. Prof. E. D. Cope of Columbia College described the fauna of a remarkable eocene deposit in New Mexico, in which fifty six species of animals were found, forty five of them land mammals. It proves to be the most ancient eocene fauna yet discovered.

### ELSEWHERE.

CINCINNATI.—An afternoon school in science and history has been opened; four lessons a week for two weeks.

OHIO.—The State has 1,063,337 pupils; enrollment 744,758; 23,970 teachers, (12,517 women) per capita cost \$14.75.

UNION COLLEGE.—President Potter has offered prize to the students for care and good taste in arranging their rooms.

BROOKLYN.—The Board of Education has redistributed the city; no child can go to school out of his district. This, while a very bad plan, is also illegal; we believe any child may attend any school where there is room to receive him. New York city allows its pupils freedom to attend any school they may choose.

PA.—Supt. Carroll, of Oil City, is arousing public attention to the schools by giving lectures; he told the parents what he thought was the correct thing to do in school. He took Sunday evening for the purpose. He is beginning at the right end; instruct the people; different schools are needed from those the parents attended. The pupils of the three upper rooms of the high school furnish a reading room with the leading periodicals and magazines.

The Kindergarten system in its most important features has been introduced into the first year of the school work. It is also being gradually introduced on a smaller scale into the work of the second year.

IOWA.—The next Iowa State Teachers' Association will occur at Cedar Falls. Entertainment will be furnished at reduced rates, and everything will be done that can be, to render the meeting a success. A good program is promised. The Marshalltown schools were recently closed for a day, and the teachers occupied the day in visiting the public schools of Des Moines. Oskaloosa teachers will spend a day similarly, visiting the Marshalltown schools. The Oskaloosa teachers have organized a Literary Social, meeting once in three weeks at the residence of citizens by invitation. From fifty to a hundred or more teachers and their friends are generally in attendance, and a very pleasant evening is spent. The social program and all arrangements are made by the teachers. The schools will celebrate Whittier's birthday on the 15th of December.

MO.—Salem Academy numbers 451 pupils from eight counties in Missouri, and the State of N. C. At the end of every month, the school celebrates some distinguished poet, statesman or inventor. The first month of this session, we celebrated Holmes; the second, Whittier; and the third, Longfellow. I have the portraits of those whom the school celebrate, placed upon the walls of the Academy, and at the end of each month, the pupils, patrons and friends of the school meet and celebrate some illustrious poet, inventor and statesman. By this plan, the pupils cultivate a taste for good literature, skillful workmanship and pure patriotism. I would be pleased to have the views of my fellow teachers in reference to my plan of celebrating. I wish you and your excellent JOURNAL continued prosperity.

WM. H. LYNCH.

PITTSBURG.—It is complained that the present system of "cramming" pupils for the High School, ties down pupils and teachers to a skeletonized form of education. Teachers have to train their pupils on the line that will be pursued in the High School examination. To prepare them suitably for this, within the allotted time, everything but bare fact is eliminated. Nothing can be elaborated upon, no matter how interesting. The children are held in a routine rut of study; the teacher has to content himself with ascertaining that the pupil has not slighted his lesson. He has little time to instruct in the true sense of the term, and no time to waste in elaboration upon anything outside the limit of the lesson. A pretty state of things for the nineteenth century!

PENN.—The second industrial exhibition of the Buckingham Friends' school was held at Lahaska, Bucks Co., October 28. There were about one hundred and fifty different articles on exhibition, consisting of manufactured articles, plain and fancy sewing, bread and cakes, agricultural products and poultry; specimens of penmanship and free hand drawing and original designs were also exhibited by most of the pupils. The principal object of the exhibition was to interest the pupils in the various departments of home industry, so that parents need not complain that school education unfits the children for the practical duties of life. No instruction of an industrial character was given at school, except that about six weeks before the exhibition each girl procured a quarter of a yard of muslin, upon which she made successively a plain seam, stitched seam, over seam, and hem. The sewing was done at home, and inspected at school. The boys at the same time made a few simple articles with their jack knives. Industrial essays telling how to do things, were also written as composition exercises. The pupils competing ranged from six to sixteen years of age. Among the most creditable exhibits were well made brooms, iron husking-pegs, tidies of various kinds, aprons, knit mittens, collections of butterflies and minerals, neatly dressed dolls, and patch-work quilts, natural and artificial flowers, etc. There were also chickens, ducks, pigeons, doves, a rabbit, and a cat, raised and cared for by the exhibitors. The exhibition was held in the school-house. At three o'clock the pupils and spectators repaired to the meeting-house, where, after some appropriate literary exercises by the school, George L. Maris, superintendent of the Friends' Schools, spoke very acceptably upon "Education Among Friends," urging the necessity of making the schools under the care of the meeting just as good as they can possibly be made. The Friends assembled then returned to the school-house, and soon bought the cakes, candy, apples and chestnuts, with which the children had supplied the refreshment table. After inspection by competent committees the prizes for the best general display were awarded as follows: A work basket to Ruth Lippincott and a pocket knife to G. Thompson Ellis. Diplomas of honor and cards of merit were awarded to other exhibitors for whatever was best, or very good of its kind. The net proceeds will be sufficient to buy a microscope for the school.



## LETTERS.

I have very great difficulty in getting the multiplication table learned by my pupils. One of the trustees says "the way is to sing it into them." I am a Normal graduate (Oswego) and I doubt if Prof. Sheldon would think it to be a good plan. Will you advise me?

P. R., Oneida County, N. Y.

(Singing the multiplication table and the geographical names was once quite common. It is a very poor plan and no teacher should turn back to it; it was allowable in the dark ages of education. The reason the plan is bad is very plain. It is a substitution of sound for sense. There is no special difficulty in fixing the multiplication table in the mind if the proper method is taken. (1) Suppose the pupils are young, then let each bring beans, as we have explained, and count out twos. Then question how many are two twos, three twos, etc.; then give 8, 10, 12, etc., to arrange in twos, and so proceed. (2) Suppose it is an older scholar, let him proceed in a similar way, but more rapidly. Put marks on the blackboard; two, then two more, and so on, and question, "Two twos are how many? three? four? five? six? seven? eight? nine? ten?" Tell him to point to the blackboard and say "three 2's are 6," etc. When he has learned this let him go on at the blackboard to the threes by himself, putting down three marks, then three more, and so on. He will learn it faster than you will think. When he comes to the sevens, eights and nines, he will find it hard to count, and will remember.

Teachers have had pupils have the whole multiplication table in a box of small sticks tied up, and then a string around the ten bundles; the threes were tied up and a string around the ten bundles, and so on. Some have had buttons, some pumpkin or watermelon seeds. A good plan is to get the old-fashioned wooden button and make a frame of ten wires. Dye some of the buttons red, and put on two white, two red, and so on; three white, three red, and so on. Then let a pupil take a pointer and go through.

Other lessons are these: Give 24 beans and let the pupils arrange: one will say "24 is three 8's"; another "24 is four 6's," etc., etc. They will by this understand that two 9's are the same as nine 2's. When the combinations are learned, give numerous examples. When they multiply do not say twice nine are 18, but two nines are 18.—Ed.)

I have had a large number of applications for catalogues of this school from persons in various States who have seen notice of it in the INSTITUTE. Will you allow me to say through your columns, that the school is supported by the State to educate teachers for our own schools. Pupils from other States are cordially welcomed, and receive tuition and books free. But they are required to pay their own railroad fare. Our school is unusually full, and we do not care to add to our numbers merely for the sake of numbers. Our standard of admission has been raised and those who are unable to pass a satisfactory examination in the rudiments of the common branches are required to enter the preparatory class and pay tuition. I would not advise any to come from other States to study arithmetic, geography and grammar, but those who wish to study methods of teaching will find good advantages here and will be welcomed. May I in this connection call attention to the fact that Prof. Shumway's Latin chain now includes teachers in twenty-five States? His classes are doing splendidly, and those who see his work pronounce his method a success.

Arrangements are being made to have a ten weeks' course of instruction in methods of teaching Latin, to begin about April 15th. *Latine*, a monthly journal published by him, is very suggestive to those interested in the new method. T. J. MORGAN, State Normal and Training School, Potsdam, N. Y.

CLARE, MICH., Nov. 12, 1882.

I have just been reading, with much pleasure and profit, the January, 1882, number of FIRST TEACHING, and I wish that a copy of the same

might be placed in the hands of every teacher in the land. There are too many machine teachers, just as there are too many machine politicians, and anything that will educate them out of the rut into which they have fallen, I hail as a great blessing. I note a query from a teacher as to a machine for grooving slates and am not a little surprised that the editor suggests a file for the purpose. In my school I would not allow a slate that had been grooved or ruled to be used. I know from experience that pupils can learn the size of letters and very readily learn to write on a straight line. If lines are used they depend upon them and only the more apt ones will be able to do without them when they no longer can depend upon them.

D. E. ALWARD.

(How about lines on letter paper? It is well settled, for primary children, that a line the height of the small letters is needful; they have many things to think about in learning to write; a line that reminds them is a great help.—Ed.)

I can report progress. I had a great obstacle in the furniture; the desks were fastened to the wall and the benches were without backs. I talked new seats, and last May the people voted \$150 to reseat refloor and paint the room! The pupils determined to raise enough for a teacher's desk by subscription, and now have about enough. We raised \$10 for a dictionary last winter; and by an entertainment raised enough to buy fifty-four volumes for a library. We had no U. S. map, and so the "A" class made one; it is seven times the size of one in Warren's Geography. My trouble is to find enough time for all the recitations; they must be so short! We have in the history class read over "The Story of Liberty" from our library, and found it very profitable. Now, Mr. Editor, this may take up more room than you can spare; if it does, drop out Mrs. Lydia Pinkham for one week; we can spare her! Please stir up the teachers of Morris county, N. J., on the subject of county or township associations. B.

(This is encouraging. We urge every teacher to follow this example. If you have poor furniture, "cry aloud and spare not." Tell the children about it; tell the people. *Make the school-room beautiful.* There is room without removing the benign countenance of Mrs. Pinkham. Write to the county superintendent, and put a letter in the *Jerseyman* asking the teachers to meet. "Where two or three," etc.)—Ed.

Miss Lucy A. Yendes, on the "borrowing one," substitutes "Take" for "Borrow." She says: "Take one, and as it is of the next higher order, it is worth ten of this; now we can subtract." Would it not simplify the matter to say, add ten to the upper number, perform your subtraction, and as the addition of ten to the upper number would, unless compensated, vitiate the result, add ten to the lower number also? but as we must add it to the next left hand figure, and its value is ten times as great, we add 1 to this. The whole thing then is explained in two steps, and includes the decimal law of our system. M. K. HARRIS, Carlisle, Pa.

(Here are two distinct ways; most prefer the former; this is the result of usage. Each is correct.—Ed.)

I made a rule that no pupil should get a drink during school hours, but many parents object. Is not the rule a good one? Am I not right? C. M.

(Things that are right are not always expedient. In some districts the custom is to pass water around four times each day; in others twice; in others none; some keep a pail and dipper on the shelf, and pupils go and drink when thirsty. It will be better to talk to the pupils and reward those who do not drink if the parents are disposed to interfere. Let them drink before school and at recess, and by politic planning you can have none during school-hours.—Ed.)

How soon will Reception Day No. 2 be out? We like No. 1; it is the *ne plus ultra* of entertainment books. (Prof.) H. WARREN FISHEL.

Shippensburg, Pa.

(We expect it will be ready about Dec. 1; it may

be as late as the 15th. Commendation is unstinted on the character of Reception Day. Instead of the Patrick Henry and Henry Clay orations, declamations are substituted that are suited to the pupil's comprehension.)

I saw in the SCHOOL JOURNAL of Sept. 23d an article from the Boston Transcript headed, "What is the Meisterschaft system?" I am thinking of studying German, and would like to know where I can get Dr. Rosenthal's pamphlet. If you will kindly answer by return mail you will greatly oblige a subscriber to your invaluable journal.

L. M. B., Vineland, N. J.

(Address Estes & Lauriat, Boston, Mass.)

During a recent trip in Europe, I learned that young men and educated women were studying electrical or telegraph engineering. The enormous extension of the telegraph, telephone, electric light, cables, etc., into all parts of the world, will create a great demand for skilled electrical engineers. If any of your readers are interested in this new field, I will cheerfully give them any information in my power.

HENRY GREER, Pataskala, O.

A teacher in Minnesota sending fifteen S. C. subscribers, says: The JOURNAL and INSTITUTE bring us such substantial food that we do not see how we could get along without them. The principal does most of his work with the primary pupils, believing that the most skillful teaching is needed by them. At morning exercises the primary children recite good thoughts from various sources. There is a committee for each day, and this selects the quotations; a sketch of the author is given. It helps us very much.

J. W. G.

At the school meeting a "Reverend" made a disgraceful speech about teaching by the "word method," advocating the *going* through books, ridiculing local geography, etc., etc. The friends of the school, commissioners, and many leading educators expressed their indignation at such dense ignorance. He proves that old fogies still exist and they do try hard to stop progress.

M. L. C.

In the JOURNAL of Oct. 28, I read with much interest "How we Managed it," by A. J. H. I should like to obtain a copy of the book containing so many "Queer Queries." Would she please give the name, publisher and price?

L. W. S.

Allow me to express my high appreciation for your valuable journal. I find it to be a publication needed by our teachers of West Virginia, for it is a journal of practical theories.

JAY F. OGDEN.

Five of my pupils want the COMPANION, I read some of the article and they felt interested. The parents, however, do not seem to care what the children read. There is much apathy, they let them read what they choose.

E. B.

The copies of the COMPANION you sent me I took into my school to-day. My pupils were very much interested in them, and one little fellow said, "Please teacher, may we read from that book every day?"

N. B. of Pa.

When my weary brain will suggest no new plans for work, I turn in relief to the JOURNAL, and nearly always succeed in finding something which aids me.

L. B. of Iowa.

I enjoy the INSTITUTE much; could not teach without it. It is so alive to practical questions. I can scarcely wait for its monthly visits. M. P. of Mo.

In a western paper the following statement is made:

"If a man were long enough to have (lying down of course) his head in New York, and his feet in Philadelphia, and a bee were to sting his foot, intelligence of it might be carried by railway cars and delivered by the postman in advance of the sensation of pain."

Now is that so? Does sensation travel less rapidly along the nerves than the cars along the track? Cipher it out."



## EDUCATIONAL MISCELLANY.

## THANKSGIVING.

It is usual on Thanksgiving Day to rehearse the greatness of our country; if goodness only ran parallel we might have occasion to rejoice and be glad. Here are some of the elements of our greatness:

The corn crop of this year is estimated at 1,380,000,000 bushels, as against 1,194,916,000 in 1881. The wheat crop of the season is 500,000,000, as against 382,280,000 bushels in 1881. The value of our domestic exports during the year ended June 30, 1882, was \$733,239,732, as against \$833,925,947 during 1881, a falling off of \$150,686,215. The value of our exports of bread and breadstuffs during the same time, the same being the product of the crop of 1881, amounted to \$182,670,528. The value of our export of cotton was \$199,812,644. Our imports during the same time amounted to \$724,639,574, being larger than any previous year in the history of the country. The balance of trade in our favor was nearly \$26,000,000.

The number of tons transported on fifteen leading trunk railroads of the United States during the same time amounted to 96,663,160 tons, as against 84,199,344 tons during the preceding year. The railroad mileage of the United States on the first of January, 1882, was 104,813 miles. There were built in the United States during the year 1881, 9,386 miles of main line, or nearly twenty-six miles of railroad per day. Already we have two completed lines of railroad stretching across the continent. In about a year we shall have four lines of railroad across the continent. The consumption of coal, the chief motive power of commerce and of industry, is one of the best indices of the condition of the country. The quantity of coal marketed during the year 1881, the latest year for which we have statistics, amounted to 79,905,000 tons, as against 69,200,934 tons during the preceding year. The Western Union, which owns the principal part of the telegraph lines of the United States, increased its miles of line from 233,534 in 1880 to 374,294 in 1882. The wires operated by this company would reach fifteen times around the world. The population of the United States was in 1870 38,558,371, and in 1880 50,155,783—an increase of 11,597,412.

The number of pupils enrolled in public schools in 1880 was 9,781,520, constituting sixty-three per cent of the total school population of the total school population in 1880. The total number of pupils enrolled in the colored public schools in the recent Slave States in 1880 was 784,709 and constituted 44 per cent of the total colored school population in those States.

Here are things that will render a person thoughtful at all events. And he will certainly be thankful, that he lives now rather than in the past. Perhaps he may wish that his era had been 1982, that he might see what this mighty nation had risen to.

## THE CHRISTIAN BROTHERS.

[From Barnard's American Journal of Education.]

The "Freres Christians" is a society of men devoted exclusively to the education of the poor. They take the vow of celibacy, renounce the pleasures of society and relationship, and make their objects two only, their own spiritual improvement and the education of the poor. Before one is admitted to membership he passes a novitiate for three years, during which time he performs the humblest and most servile duties, and is meanwhile being educated. He is instructed in the Catholic religion, the sciences, French, Latin, history, geography, arithmetic, writing, etc. They do the household work (this by the novitiates mainly) living in houses by themselves. One Frere is not permitted to travel without being accompanied by another; they are paid merely their expenses, not salaries. The Mother House is at Paris.

The rules are very strict. The first novitiate is for boys from the age of 13 to 16, and lasts three years,—up to the age of 25 the vows are renewed every year,—the Catechism is taught a half hour

daily. They must teach French, Latin and penmanship, orthography, the matins and vespers, the commandments of God and of the Church, the duties of a Christian, and the precepts of Christ in the Testament. They must receive no money or presents from the scholars; they shall exhibit a greater affection for the poor than for the rich; they must rarely punish; they are to remember that by refraining from punishment they will best succeed in establishing order. If they punish, never to do it when irritated. They shall not exhibit anger or impatience; they shall not bestow any injurious or insulting name or epithet,—not to pull the hair, noses, ears, or to be rude to their pupils.

Many prayers and devotional exercises are prescribed for the Brothers for every day in the year. They must hear mass daily, read a portion of the New Testament (to be always carried) and from *Thomas a Kempis*, must say the prayer, "May Jesus live in our hearts," at a quarter to six o'clock in the morning, at 6 o'clock the *O Domina mea*, tell their beads twice daily, confess their outward sins before supper, when penances are appointed; once a week each confesses, twice a week he receives the Holy Communion, every week he gives an account of his conduct to the Director (this is held as a secret), they eat and sleep in the same apartment, the amusements and walks are in common. From their conversation anything not edifying is excluded, great temperance in eating and drinking is enjoined. The pupils are taught with earnestness and strictness. At the end of each half hour a pupil says in a loud voice "We remember we are in the holy presence of God." Silence is enjoined. Diligence is encouraged. Every means is taken to excite emulation.

The labors of the brothers have produced remarkable effects; thousands of poor boys have been rescued from ignorance and trained by them.

HERBERT SPENCER.—Mr. Herbert Spencer gives a prominent place to the inventiveness of Americans. "The enormous museum of patents which I saw at Washington is significant of the attention paid to inventors' claims; and the nation profits immensely from having, in this direction (though not in all others), recognized property in mental products. Beyond question, in respect of mechanical appliances, the Americans are ahead of all nations." Of our future he said: "No one can form anything more than vague and general conclusions respecting your future. The factors are too numerous, too vast, too far beyond measure in their quantities and intensities. The world has never before seen social phenomena at all comparable with those presented in the United States. A society spreading over enormous tracts, while still preserving its political continuity, is a new thing. This progressive incorporation of vast bodies of immigrants of various bloods has never occurred on such a scale before. Large empires composed of different peoples have, in previous cases, been formed by conquest and annexation. Then your immense plexus of railways and telegraphs tends to consolidate this vast aggregate of States in a way that no such aggregate has ever before been consolidated. And there are many minor co-operating causes unlike those hitherto known. No one can say how it is all going to work out. That there will come hereafter troubles of various kinds, and very grave ones, seems highly probable; but all nations have had, and will have, their troubles. Already you have triumphed over one great trouble, and may reasonably hope to triumph over others. It may, I think, be reasonably held that both because of its size and the heterogeneity of its components, the American nation will be a long time in evolving its ultimate form; but that its ultimate form will be high. One great result is, I think, tolerably clear. From biological truths it is to be inferred that the eventual mixture of the allied varieties of the Aryan race forming the population will produce a more powerful type of man than has hitherto existed, and a type of man more plastic, more adaptable, more capable of undergoing the modifications needful for complete social life. I think that whatever difficulties they may have to sur-

mount, and whatever tribulations they may have to pass through, the Americans may reasonably look forward to a time when they will have produced a civilization grander than any the world has known."

For the SCHOOL JOURNAL.

## THE PLANETS.

Mercury is morning star until December 16, and evening star the rest of the month. Dec. 9 he is in conjunction with Venus; on the 14th with Mars; on the 16th with the sun—at midnight; this is of course not visible here. Venus is an evening star till Dec. 6: then she makes the long-looked for transit, and becomes a morning star. The points of the transit will be as follows: Venus first touches the sun Dec. 6, 8h. 55m. A. M.; at 9:16 she has just entered the width of her diameter into the sun; at 2:38 P. M. she has crossed the sun and touches the edge on the other side; at 3 P. M. she separates. This is Washington time; those who wish to observe it must correct their time, for in Cincinnati the time will be 29 minutes earlier. This transit will be viewed with more interest than ever before because there are more that know what it means than ever did before.

Mars is evening star until the 10th; he is then in conjunction with the sun, but does not cross its face, as Venus does; on the 5th he is very close to Venus.

Jupiter is morning star until the 18th; on that day he is opposition to the sun; this brings him in a line with the earth and sun; he is nearest to us on the 18th, of course, he rises when the sun sets. He is now in Gemini.

Saturn is in Taurus and sets at half-past five in the morning.

Neptune is in Taurus, and sets a little after five in the morning; he is near Saturn.

The Moon is in conjunction with Neptune and Saturn on the 21st, and with Jupiter on the 23d.

REFORM in methods of instruction is the ever-present need of the schools. The best schools and the best teachers are those that feel this need most keenly, and respond to it most promptly. Where no reform is going on, there educational life is ebbing, or dead formalism already prevails. To stand still is to go backward," says the proverb; and there is no surer symptom of decay than a disposition to believe that the most attainable goal has been reached. The need of educational progress is just now urged upon us with unwonted emphasis. Criticism, both public and private, has been unusually busy of late, challenging every kind of work, every method of working, every sort of result. The whole spirit and tendency of our common-school instruction has been sharply questioned by critics, who, whatever their qualifications for forming their just opinions, have certainly not failed to find wide audience. Harsh and unjust as their expressions have been, we cannot hide from ourselves, if we would, the weak points they have assailed. If we have taught grammar, and our pupils can neither speak nor write good English; if we have been dealing with words and not with ideas; cramming instead of training; then the critic who turns our attention most strongly to these faults does us the best service. And who shall say that we are not open to such criticisms? Who does not know that there is much both in our theories and in our practice that needs reforming, and reforming altogether!—Supt. E. P. SEAYER, Boston, Mass.

Bronze is not a simple metal, but a mixture of copper and tin to which a little zinc and lead are sometimes added. The best quality is the French bronze, of which the new statue to be in New York harbor is made, and consists of nine parts copper and one part each of zinc, tin and lead. The cheap mantel ornaments and gas fixtures that resemble bronze are made of cast zinc covered with paint or varnish.

Silence is the highest wisdom of a fool, and speech is the greatest trial of a wise man. If one would be wise let his words show him so.—QUARLES.



## FOR THE SCHOLARS.

## A BRAVE BOY.

BY JOHN R. DENNIS.

There is no village under the sun more desolate than Philipsburg. It is among the mountains of Delaware county, in New York State, and does not number over fifty or sixty inhabitants. A few years ago a railroad was built to it, and a rude station-house now stands by the bridge.

At the extreme end of the village is a little house, and around that a small and poor farm. The barn is a mere shed, for the Baxters have but one cow and one horse. The family has had hard times lately. The mother was energetic and cheerful, but the father is quite discouraged. There were two boys and one girl, all willing to help in the house, and in the garden, and in the field. Mr. Baxter was discouraged because the storekeeper had a mortgage on the farm, and threatened to foreclose it if he was not paid one hundred dollars before New Year's. Owing the storekeeper, Mr. Baxter signed a paper, giving him the power to sell the farm if the money was not paid; this is called a mortgage. Where could the money be got? The potatoes had been eaten by the bugs; one of the horses had died, so "teaming" could not be done; the hay crop was small on account of the drouth. Things looked quite, quite dark.

Johnny Baxter was sixteen years old, and strong and helpful, and full of hope.

"I tell you, pa," he said, one evening, "I think we could make some money by getting a lot of evergreens and sending them down to New York for Christmas; the R. R. agent says they buy lots of them; he says a man down at Brooktown made more than fifty dollars last year; and you know there are lots of little hemlocks and balsams on the creek below the saw-mill."

This was a new idea, and before they went to bed it was decided that a car-load of trees should be sent to New York. They began early the next morning and piled up the beautiful trees by the side of the rail-road. They worked early and late; Mr. Baxter's discouragement disappeared as he saw a likelihood of paying up the mortgage.

Finally some freight cars were left on the siding, and it was found that it would take three instead of one to carry what they had collected, for some of the trees were large. The agent told them they could go free to New York with their freight, and so Mr. Baxter and Johnny rode in the red caboose car. They had written to Mr. G. C. Lewis, in Vesey street near Washington Market, and he sent trucks over for the trees. Contrary to Mr. Baxter's fears Christmas trees were high; many had been destroyed by the forest fires in New Jersey. Mr. Lewis paid him \$175 for the three car-loads; this had been earned by five people with busy hands. The cars cost \$10 each, and the truckmen \$12, and that left them \$133.

"We must buy something for mother," said Johnny. And so they went into the stores and bought two dresses for her, and one for Jenny, shoes for Peter, boots for Johnny and his father, a slate, an arithmetic, a geography, some raisins and candy, and four little candles for a Christmas tree at home. They saw the ships; visited the Post office; looked at the great buildings, and wondered where all the people came from and where they were going to. At last they were at Mr. Lewis's, ready to return home. Though full of business, selling Christmas trees to grocers, at what Johnny thought was a high price, that gentleman had had his eye on the country lad.

"Well, my boy, how do you like New York? How would you like to stay here? Come, I'll hire you; I like boys from the country; I was a country boy myself. You stay here with me and learn to do business."

This was a new idea to both father and son, but it did not take Johnny long to decide.

"I'll stay if father's willing."

And so Johnny became a New Yorker. His father returned and paid the one hundred dollars on the mortgage, and felt happier at once. He felt sure he would save the little farm after all, and began to take courage and with the help of the money earned by Johnny. The rest of the debt was paid off during the year, and the Baxters held up their heads once more.—*Scholar's Companion*.

## HORSFORD'S ACID PHOSPHATE

AS A REFRIGERANT DRINK IN FEVERS.

Dr. C. H. S. DAVIS, Meriden, Conn., says: "I have used it as a pleasant and cooling drink in fevers, and have been very much pleased with it."

## THE LEGEND OF THE ENCHANTED PIPE.

BY HAZEL SHEPARD.

The night was terribly dark, but brave Count Oliffe thought nothing of that. He was so used to riding through the woods, that he knew every inch of them as well in the night as in the day. Suddenly a great light appeared among the trees that he could not understand, for there was no house there. So he stopped his horse Elfrich, his friend and companion, and got down. Slipping the bridle over his arm, he began cautiously to walk along and investigate. Almost instantly he perceived that the ground had opened in a vacant space between two great oak trees. Steps of stone led down to two heavy doors, through which streamed the light that had first attracted him. Presently a woman all shining, and dressed in white, and a man in dark garments came up the steps. They carried curiously woven baskets, which they kept covered. Neither looked toward the right or left, or did they seem to lift their feet, but with a slow, gliding motion, kept coming nearer and nearer to Count Oliffe.

Brave as he was, the poor Count was terribly frightened. A cold perspiration started; his knees bent; he grasped poor Elfrich's mane to hold himself up, and, hardly knowing what he did, called out, "Who are you, and what are you doing here?"

Instantly the figures vanished; so did the steps, the opening and the light. Elfrich, who had stood like a statue during it all, now began to neigh and rub his head against his master's shoulder. Thus brought to himself, Count Oliffe mounted again. Once, twice, thrice, he rode around those great oak trees, trying to find some trace of the strange vision, but no sign of any opening in the ground could be seen.

The next morning he came again, determined to make a more thorough search by daylight, but he learned nothing. Leaving Elfrich, he walked, and even crept around those giant oaks time after time, but not the slightest trace did he see of the steps leading to the iron doors. He looked carefully again and again, but not a trace could he find.

Disappointed, at last he sprang upon Elfrich, and rode home. The night vision haunted him. He could think of nothing else; and every day and night he used to walk or ride through the forest, hoping to see the wonderful sight again and learn what it meant. One night, on his homeward ride, he met Ferdinand, an old peasant, out as late as himself.

"Hallo, Ferdinand!" cried the Count, "How is it you are out so late?"

"I have been gathering a night-blooming herb for my sick daughter," replied Ferdinand, with a bow; "but I hope no such sorrowful errand keeps our brave young Count abroad until an hour before dawn."

"No, no, my good man; I seek not herbs but stone steps and iron doors," rejoined Oliffe. "Can't you help me?"

Then he told the old man of what he had seen, and how night after night since, he had sought it in vain.

"Ah, Oliffe, brave Count," said the peasant, after a pause, "you have seen the opening to the Palace of Time, of which my grandfather used to tell. The man and woman who came out are Day and Night. In their baskets they were bearing gifts unto men."

"And how shall I see it again?" asked Count Oliffe. "You can find it by only waiting near the great oak trees till the ground opens. Go by night, alone. Wait in perfect silence until Day and Night come forth; then descend the steps. At the iron doors there sits a giant with the keys. Beware that you listen to nothing, and do nothing before seizing the keys."

"That seems easy," said the hardy Count; "surely I can do that light task for a sight of the Palace of Time."

"It's not so light as you think," said the old man, "it's not so light as you think, Count Oliffe, but I must be off; my daughter needs my care."

Oliffe would fain have known why it was not a light task, but the old man had already taken the path out of the wood and, the morning broke.

The next night Count Oliffe set out on foot for the great oak trees in the heart of the forest. There he waited many hours and saw Day and Night come forth. He watched them in silence, and when they were gone, boldly went down the steps. At the foot sat a fat, jolly giant, smoking a pipe, and the keys of the palace hung loosely in his girdle.

"Give me the keys of the palace," said Oliffe.

"Certainly, my son," said the giant, "but you will first smoke a pipe with me."

"There can be no harm in gaining the old fellow's good will," thought the Count. So he took the pipe

handed him,—a jeweled pipe, with a bowl of amber and a stem of gold.

On and on he smoked down to the last bit of tobacco in the pipe. With the last whiff the golden stem slipped from the Count's mouth and the amber bowl broke on the marble floor. The iron doors swung to with a bang. The light, the giant and the steps vanished. Oliffe started to his feet. He found himself standing alone in the forest, and the day was just breaking.

What was it that seemed so odd about himself? He looked down, and in surprise saw that his beard was long and gray, and that his clothes were worn and old. Wondering all the way, the changed Count walked back to his castle; but all was altered there. He knew no one, and no one knew him. He was an old, old man. He had smoked the best years of his life away in a dream. The cunning giant Enjoyment had cheated him out of entering the Palace of Time and beholding the wonderful things it held.—*Scholar's Companion*.

## FAMOUS BATTLES.—NO. V.

BANNOCKBURN.

BY LEOLINE WATERMAN.

Until the year 1603, when England and Scotland were united under King James, these two sister countries were constantly at war: the English trying to subdue the Scots, and the Scots maintaining their independence. During the reign of the English King, Edward I., the liberty of Scotland was very nearly lost. The whole country was under English authority, and only one man dared make any resistance. This man was the brave and noble Robert Bruce. Edward advanced against him with an army, but was suddenly taken ill and died. His last words to his son were a command to continue the war with Scotland until that country was completely conquered. Edward II., however, was not a brave, war-like man like his father. He allowed the Scots to recover their freedom almost entirely. At last only one independent fortress remained to the English in all Scotland—the castle of Stirling. This, too, was to be surrendered, if not relieved within a certain time by the English King.

When Edward heard this he collected one of the greatest armies an English king had ever commanded, and marched into Scotland.

Robert Bruce had only a small army, but he determined to conquer nevertheless. In the first place he led his army to a plain protected on one side by a brook called Bannockburn, and on the other by the town of Stirling. He then sent all the useless servants and camp followers behind a hill a short distance off. Finally, he caused the ground in front of his line, where the English cavalry would advance, to be dug full of holes. These holes were filled with brush wood, and covered with sod so that they could not be seen. He also had sharp stakes driven among the holes.

The battle began on the 24th of June, 1314. The English archers opened the attack, and their arrows fell so thick and fast that many of the Scots were killed, and there seemed danger that they would be defeated. But Bruce sent a body of men-at-arms, well mounted, that scattered the archers. The English cavalry then advanced, but the horses fell into the holes, and threw their riders, who lay rolling helplessly on the ground, prevented from rising by the weight of their heavy armor.

All this time the servants that had been sent behind the hill, were watching the battle. When they saw that the Scots were winning the day, they ran forward to share in the victory. The English saw them coming; in their fright they mistook them for regular soldiers, and at once began to fly in every direction. Edward himself was very nearly made prisoner. Vast numbers of the English nobility were slain, and the whole of Edward's grand army was scattered or destroyed. This result established the independence of Scotland, and Robert Bruce was firmly fixed upon the throne.—*Scholar's Companion*.

## INTENSE SUFFERING RELIEVED.

A gentleman in Magnolia, Miss., whose wife had been a fearful sufferer from *Neuralgia*, made a trial of Compound Oxygen in her case. After six weeks he made this report: "Since my wife commenced the use of Compound Oxygen she has not had an attack of headache. She was threatened once or twice, but it passed off; and she tells me to-day that her head feels more natural now than it has since she commenced to suffer with neuralgia. We feel happy that we were induced to try your treatment; it has saved my wife from the grave or the asylum, to one of which she would certainly have gone had relief not been found." Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALEN, 1109 and 1111 Girard st., Philadelphia, Pa.



## BOOK DEPARTMENT.

## NEW BOOKS.

SWINTON'S MODEL BLANKS. No. 1, Script Primer; No. 2, Phonic Spelling; No. 3, Grammatical Spelling; No. 4, Etymological Spelling; No. 5, Test Spelling; No. 6, Test Pronunciation; No. 7, Synonym Writing; No. 8, Latin Roots. New York: Ivison, Blakeman, Taylor & Co.

All of these are admirably devised for aiding the teacher. No. 1, the Script Primer, is made to aid in drilling in the words to be used in the first readers, such as *cat, rat*, etc. So to help the pupil these words are repeated in script form to copy, such as "See the fox," "See the top," etc., etc. About 500 words are introduced, a few at a time, and as introduced, are repeated in a variety of combinations. It is a helpful book.

No. 2, Phonic Spelling, is a selection of words used in several readers. The words are printed and are to be copied into the books. The object is to drill in, by writing the words the pupil is using in his readers. These words are classified according to the sounds of the vowels. Its great merit is that it uses the words the pupil can understand.

No. 3, Grammatical Spelling, is a plan for teaching the pupil to spell the plural when the singular is given; the comparisons of adjectives and the participles of verbs. Thus he is given *lily, fairy, calyx, wife, tomato*, etc., to write the plurals; also to write the possessive, as of *youth, youth's*, etc.; also to write the comparative of *mad*, etc., etc. This will be seen to be a very helpful book.

No. 4, Etymological Spelling. Here roots are given and the pupil gives the derivations and definitions. About 50 suffixes and 1,000 roots are given. This is a very valuable plan.

No. 5, Test Spelling. This contains the words that are generally considered very difficult and troublesome. These are placed at the head of a page, and are to be copied.

No. 6, Test Pronunciation. This gives the correct pronunciation of words that are often mispronounced.

No. 7, Synonym Writing. This gives a list of words, and the pupil is to find out the synonymous words. It is a capital method that is exhibited.

No. 8, Latin Roots and English Derivatives. This gives about 100 roots, and the pupil is to add suffixes or prefixes and give definitions. This, too, is a valuable book.

Of the whole series we must say that they indicate that Prof Swinton (if he devised them) has remarkable gifts as a teacher. No one but will appreciate this series of blanks; they will be a revelation to many teachers.

DOLAN'S COMBINATION DRILL TABLES IN ARITHMETIC. By J. C. Dolan, Principal of the Hancock Schools at Pittsburgh, Pa.

We must add that he has made a very remarkable book. We cannot illustrate them in this article, but will do so elsewhere. His plan is to give a problem in addition, and when it is found that it can be done in two minutes, go on to the next and so on. When this course is finished he will return and practice until the time is one minute and so on. He keeps count of the time. We hope many teachers will get these tables. The price is 25 cents.

SIMPLE DIRECTIONS FOR PHYSIOLOGY CLASSES. By Prof. M. L. Seymour, Normal, Illinois. Published by the Ill. School Journal.

These are simple papers intended to guide the student in his attempts to learn by observation some of the secrets that are contained in the heart, larynx and eye. For the heart, a pig's heart is selected; it is examined; it is dissected; its parts exhibited, and the various uses of each taught. The same method is taken with the eye and larynx. Of course these are only to be used in high schools. We cannot too much praise the modest spirit of the author. He proposes to benefit the pupil, hence he furnishes him with knowledge at first hand; next from books. A beginning has been made. Let the work go forward.

KANT'S CRITIQUE OF PURE REASON. A critical exposition by George L. Morris, Ph. D. Chicago: S. C. Griggs & Co.

This volume has been lying on the table for a suit-

able opportunity to examine it. It is the design of the publishers (and we cannot but applaud the plan) to issue a series of Union Philosophical Classics; this is the first of the series. It will exhibit Libnitz, Kant, Fichte, Schelling and Hegel to the intelligent reader.

The reader who undertakes Kant finds himself in a sea of difficulties at the outset; the main difficulty arises from the use of new terms, and these are not defined under limits. But more than this. Kant on some points was not clear to himself. Prof. Morris has therefore had a work before him that needed to be done.

His effort has been to give as clear a view as possible of one of Kant's great works,—the "Critique of Pure Reason." The object of the work was to define and demonstrate the nature, condition and limits of scientific and theoretical knowledge. He enforced or tried to enforce the lesson of the exact ontological limitations of physical science. He says that while all our knowledge may begin with and depend on sensible impressions, there is an element contained in it which does not come from the objects. He contends that we are in possession of manifold propositions, principles or judgments which are independent of expression, such as notions of space and substance. The tree of human knowledge has two trunks, the roots of which being invisible, are beyond investigation—the sense and the understanding.

The student will value the work of Prof. Morris; he has in a clear and faithful manner interpreted the great German philosopher.

THE HUMAN MIND. By E. Hamilton, D.D. New York: Robert Carter & Bros.

This "Treatise in Mental Philosophy" is a sturdy eight-vo. of 720 pages, and shows traces of extensive reading and earnest thought. It is well worthy of the commendations given it by Drs. Porter and McCosh. In turning its pages we find many of the more recondite questions of metaphysics discussed, and the author, E. B. Hamilton, D.D., is evidently not content to write a text-book in mental science, which should merely rehearse the common-places of our ordinary manuals. Among other topics of this kind, the question of individuation is quite fully discussed, and put in its true relation. The book is a constant polemic against materialism in all its forms, and a strong defense of the intuitional philosophy. Mill and Spencer receive a large share of attention, of course for the purpose of refutation and in order to rout the whole associational school. Still Spencer is not bowed off the stage as unworthy of attention, but the manifest truth to be found in him is fitly recognized.

Some of our author's distinctions, however, seem to be over-refined and unnecessary. The three-fold classification of the powers of the soul our author rejects, and proposes in its stead the following quintuple division: Sensation, thought, emotion, desire, exertion and capability of pleasure and pain. We fail, also, to see the validity of the grounds which induce him to prefer Locke to Leibnitz, or to cling so closely to the principles of the Scottish philosophy. As to perception, he is not so clear, at least in drawing out the process, and does not attribute scope enough to the constructive power of the soul in the perceptive act. This can be done without going over to the Hamiltonian relativity of knowledge.

On the whole, the book is to be warmly commended, and we anticipate many happy hours in reading more thoroughly its attractive pages.

MISS LEIGHTON'S PERPLEXITIES. A love story, by Alice C. Hall. New York: Fords, Howard & Hubbert.

Perplexities is rather a weak word to use in connection with the story of Miss Leighton's life. Still, it is in keeping with the book; for, while touching events are portrayed which in real life deeply affect the heart, there is no unnecessary thrills or harrowing details given to the book. Miss Leighton is a lady of noble heart, who, along with many pleasures of comfortable circumstances and acquaintances, has sore trials, which are more or less shared by the other characters in the book. Without being unnatural so, she is good and brave through all, and is happily situated at the close of the story. There are no objectionable characters, and yet each sustains a defined individuality to the end. In description and the management of circumstances the author is very clever. She adds to its pleasantness and attractiveness throughout by judiciously bringing in the influence of music and beautiful scenery. Rowing and other river associations also play quite an important part.

## NOTES.

THE name of the author Bjornstjerne Bjornson is pronounced By-ornst-yern-er By-orn-son.

It is reported that Mr. Tennyson intends to reside permanently on the Isle of Wight, the climate of which suits him much better than that of his former place.

THE little volume of poems, "Point Lace and Diamonds," by G. A. Baker, Jr., has been out of print for some time, and is about to be re-published by B. Worthington.

MISS Louisa Alcott has been forbidden to write by her physician. Her last volume is made up of stories collected from the magazines, only one, "The Baron's Gloves," being new.

MRS. Shepherd's "Special Physiology for Girls" has already run through the first edition of one thousand copies. Messrs. Fowler & Wells have the second edition now on press.

MR. Terry's unique work "How to Keep a Store," published by Fowler & Wells, is being well received by business men, and especially by retail merchants, and is meeting with a rapid sale.

MESSRS. G. W. Harlan & Co. include in their fall publications a colored book for children, entitled "Elfin Land." The verses are by Josephine Polard, the designs by Walter Satterlee.

THE divorce scene of "A Modern Instance" is said to have been laid in Crawfordsville, Ind., and was taken from an actual study of the town, which was visited by Mr. Howells in pursuit of local color.

MRS. Harriet Beecher Stowe, George Cary Eggleston, Rose Terry Cooke, Margaret Sidney, Eliot M. Cormick, Susan Coolidge and Nora Perry have written special stories for the Christmas *Wide Awake*.

FEW poems have become more familiar to the classes of readers, or been copied more widely, than Rosa Hartwick Thorpe's "Curfew must not Ring To-Night." Lee & Shepard will shortly publish the very effectively illustrated by some leading artists.

LEE & SHEPARD have selected eight of their original series of illustrated hymns and songs, including "Ring Out, Wild Bells," "Abide with Me," "Hark! Giveth His Beloved Sleep," "Home, Sweet Home" and have brought them out this season in a style combining the illustrated poem and Christmas card. Each book is in a rich and novel dress, with handsomely fringed, beautiful cover designs in gold and colors.

## Brain and Nerve Food.

## VITALIZED PHOS-PHITES.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body. Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed 500,000 Packages. For sale by Druggists or by mail, \$1.00.

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**YOUR BODY.**—Respect your body. Give it what it requires, and no more. Don't pierce its ears, strain its eyes, or pinch its feet; don't roast it by a hot fire all day, and smother it under heavy bed covering at night; don't put it in a cold draft on slight occasions, and don't nurse or pet it to death; don't dose it with doctor's stuffs, and, above all, don't turn it into a wine cask or a chimney; don't over work, over rest, or over love it, and never debase it, but be able to lay it down when you are done with it, a well-worn, but not a misused thing. Treat it at least as well as you would your pet horse or hound, and, my word for it, though it will not jump to China at a bound, you'll find it a most excellent thing to have.—*Hearth and Home.*

We present no pretended miracle.—  
"Truth is mighty and must prevail."  
No sophistry can withstand the power of its honest utterance.

Editor of Evening Press:

DEAR SIR.—Feeling deeply grateful for the great benefits which I have received from the use of a very valuable article which has its origin and home in our beautiful city, and hoping that others who are afflicted as I have been may find like relief from its use, I beg the indulgence of a few lines in your valuable paper for the privilege of communicating to you a brief statement of facts, for the benefit of the multitude of sufferers to be met with on every side. Many of my friends well know that I have been very severely afflicted with heart disease for a number of years and have suffered from it as only those can suffer who have that disease; it reduced my strength so low that I could scarcely walk across my room, and the least exertion rendered me so short-breathed that I dared scarcely move, and life seemed very burdensome. I was treated for my malady by the best physicians and derived no benefit from their treatment or prescriptions until I was advised by my family physician to use Hunt's Remedy, as my trouble was caused by inaction of my kidneys, which affected very seriously the action of my heart. I commenced taking it, (having little faith in it or any other medicine,) and it has helped me wonderfully, and I am now a great deal better, and have been ever since I began its use. In fact I have taken no medicine that has benefited me so greatly. My breathing is easy, and I have gained in strength so much that I am able to do my housework. I cheerfully recommend Hunt's Remedy to all who may be afflicted as I have been, or who are suffering from general debility and nervous prostration.

Respectfully,

MRS. A. O. ROCKWELL,

Pearl Street, Providence, R. I.

A standard medicine for curing Bright's Disease, Dropsy, Kidneys, Bladder, and Glandular Maladies, is HUNT'S REMEDY. Female Weakness, Pain in the back and loins, Gravel, Diabetes, Intemperance, Excess and Prostration of the nervous system, are cured by HUNT'S REMEDY. HUNT'S REMEDY imparts health and vigor to the constitution when it has become debilitated. HUNT'S REMEDY restores the invalid to health.

You can keep your hair abundant and glossy, and retain its youthful color, with Parker's Hair Balsam.

If anybody ever longs to be a millionaire, it is the youth who treats his girl to soda water, and then finds he has mistaken a button in his pocket for a dime.

BRIGHT'S DISEASE, DIABETES.

Beware of the stuff that pretends to cure these diseases, or other serious kidney, urinary or liver diseases, as they only relieve for a time and make you ten times worse afterwards, but rely solely on Hop Bitters, the only remedy that will surely and permanently cure you. It destroys and removes the cause of disease so effectually that it never returns.

ADOLPHUS wants to know if it is any worse for a man to part his hair in the middle than to part his hair in the middle then to part his moustache under the scenter. Who nose?

BREEZES IN THE SPICE ISLANDS

Are not laden with more fragrance than a breath rendered pure and aromatic with SOZODONT, which restores whiteness to yellow teeth and soundness to defective ones. Neither man nor woman can hope to carry any point by the force of persuasion, with a mouthful of unclean, discolored teeth and an unpleasant breath. Sozodont remedies both these repulsive physical imperfections.

## A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria, Ill., Medical Monthly, July, 1882.]

We have used Murdoch's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were starving to death. The results have been all and more than we expected. We think it needs but a trial to prove its worth to every one. Editor.

[From the Boston Musical Record, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the Boston Pilot, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounce it all that is claimed for it. In many of our institutions, and hospitals it is used extensively. It is the pure essence of nutriment from healthy animals, making new, rich blood, thereby building up a strong, healthy body. It is the substance of life in liquid form, and where Murdoch's Liquid Food is used death rears a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by tenfold than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdoch's Food never fails to sustain life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food extracts has long been recognized by the profession as being superior to cooked extracts in all wasting diseases, such as consumption, scrofula, diphtheria, dyspepsia, kidney complaints and constipation, and cases where sufficient nourishment cannot be obtained from common food. Such is Murdoch's Liquid Food. These extracts have been introduced through the profession of New England, the inventor claiming, and the company indorsing, his theory, and they are the only manufacturers in the world, that if the physicians did not want them that the druggist would not, and it was a waste of time and money to adopt any other method of introducing them into the market.

[From the Portsmouth Times.]

Murdoch's Liquid Food has given health to all of our citizens of Portsmouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a member of our own family.

[Meriden (Conn.) Press, Aug. 3.]

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[From the N. Y. Scientific Times, March 11, 1882.]

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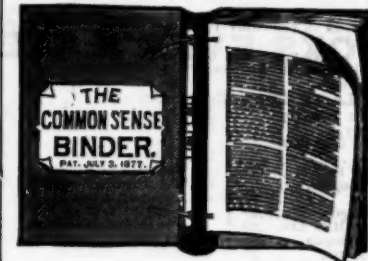
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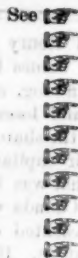
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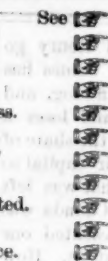
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